

Ware Shoals Elementary

45 West Main Street
Ware Shoals, South Carolina 29692

Grades	4-6 Elementary School	
Enrollment	250 Students	
Principal	Nancy Brown	864-456-2711
Superintendent	Fay S. Sprouse	864-456-7496
Board Chair	Ed Farr	864-456-7496

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	20	75	11	0

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Below Average	No
2004	Average	Below Average	No
2005	Average	Average	No
2006	Average	Average	No

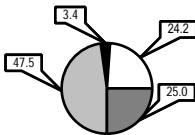
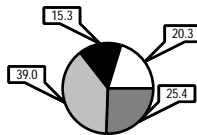
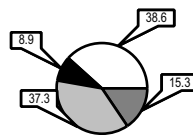
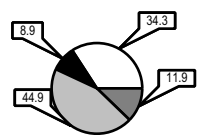
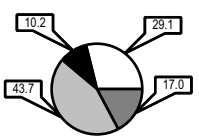
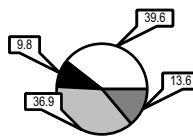
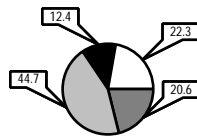
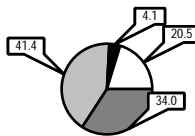
DEFINITIONS OF SCHOOL RATING TERMS





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	243	97.5	22.6	48.3	25.7	3.5	45.2	Yes	Yes
Gender									
Male	122	96.7	26.7	46.6	26.7	0.0	37.9	N/A	N/A
Female	121	98.3	18.4	50.0	24.6	7.0	52.6	N/A	N/A
Racial/Ethnic Group									
White	171	97.1	17.3	47.5	30.9	4.3	52.5	Yes	Yes
African American	72	98.6	35.3	50.0	13.2	1.5	27.9	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	200	100.0	14.9	51.5	29.4	4.1	52.1	N/A	N/A
Disabled	43	86.0	63.9	30.6	5.6	0.0	8.3	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	243	97.5	22.6	48.3	25.7	3.5	45.2	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	243	97.5	22.6	48.3	25.7	3.5	45.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	153	96.7	26.6	49.7	22.4	1.4	37.1	Yes	Yes
Full-pay meals	90	98.9	16.1	46.0	31.0	6.9	58.6	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	243	97.9	18.6	39.8	26.0	15.6	57.6	Yes	Yes
Gender									
Male	122	96.7	20.7	38.8	25.0	15.5	56.0	N/A	N/A
Female	121	99.2	16.5	40.9	27.0	15.7	59.1	N/A	N/A
Racial/Ethnic Group									
White	171	97.7	15.3	36.8	27.0	20.9	66.3	Yes	Yes
African American	72	98.6	26.5	47.1	23.5	2.9	36.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	200	100.0	11.9	39.7	30.4	18.0	64.9	N/A	N/A
Disabled	43	88.4	54.1	40.5	2.7	2.7	18.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	243	97.9	18.6	39.8	26.0	15.6	57.6	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	243	97.9	18.6	39.8	26.0	15.6	57.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	153	97.4	24.3	39.6	24.3	11.8	51.4	Yes	Yes
Full-pay meals	90	98.9	9.2	40.2	28.7	21.8	67.8	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	243	99.6	38.6	37.3	15.3	8.9	24.2
Gender							
Male	122	99.2	39.2	35.8	13.3	11.7	25.0
Female	121	100.0	37.9	38.8	17.2	6.0	23.3
Racial/Ethnic Group							
White	171	99.4	31.7	37.7	19.2	11.4	30.5
African American	72	100.0	55.1	36.2	5.8	2.9	8.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	200	100.0	29.9	41.2	18.0	10.8	28.9
Disabled	43	97.7	78.6	19.0	2.4	0.0	2.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	243	99.6	38.6	37.3	15.3	8.9	24.2
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	243	99.6	38.6	37.3	15.3	8.9	24.2
Socio-Economic Status							
Subsidized meals	153	99.3	45.9	35.8	12.2	6.1	18.2
Full-pay meals	90	100.0	26.1	39.8	20.5	13.6	34.1

Social Studies							
All Students	243	99.6	34.3	44.9	11.9	8.9	20.8
Gender							
Male	122	99.2	33.3	40.8	14.2	11.7	25.8
Female	121	100.0	35.3	49.1	9.5	6.0	15.5
Racial/Ethnic Group							
White	171	99.4	28.1	46.7	13.2	12.0	25.1
African American	72	100.0	49.3	40.6	8.7	1.4	10.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	200	100.0	27.3	49.0	13.4	10.3	23.7
Disabled	43	97.7	66.7	26.2	4.8	2.4	7.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	243	99.6	34.3	44.9	11.9	8.9	20.8
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	243	99.6	34.3	44.9	11.9	8.9	20.8
Socio-Economic Status							
Subsidized meals	153	99.3	42.6	41.9	10.8	4.7	15.5
Full-pay meals	90	100.0	20.5	50.0	13.6	15.9	29.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	77	100.0	31.9	55.6	12.5	0.0	12.5
	5	82	100.0	22.4	51.3	25.0	1.3	26.3
	6	91	100.0	32.2	44.8	20.7	2.3	23.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	86	100.0	10.8	53.0	34.9	1.2	36.1
	5	76	97.4	29.2	50.0	19.4	1.4	20.8
	6	81	95.1	29.3	41.3	21.3	8.0	29.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	77	100.0	19.4	48.6	22.2	9.7	31.9
	5	82	100.0	17.1	47.4	25.0	10.5	35.5
	6	91	100.0	13.8	47.1	32.2	6.9	39.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	86	100.0	14.5	41.0	27.7	16.9	44.6
	5	76	98.7	24.7	41.1	19.2	15.1	34.2
	6	81	95.1	17.3	37.3	30.7	14.7	45.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	77	100.0	50.0	31.9	15.3	2.8	18.1
	5	82	100.0	35.5	30.3	21.1	13.2	34.2
	6	91	100.0	31.0	40.2	18.4	10.3	28.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	86	100.0	27.7	41.0	16.9	14.5	31.3
	5	76	98.7	45.9	36.5	9.5	8.1	17.6
	6	81	100.0	43.0	34.2	19.0	3.8	22.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	77	100.0	38.9	41.7	12.5	6.9	19.4
	5	82	100.0	30.3	50.0	14.5	5.3	19.7
	6	91	100.0	34.5	52.9	8.0	4.6	12.6
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	86	100.0	20.5	47.0	20.5	12.0	32.5
	5	76	98.7	47.3	41.9	4.1	6.8	10.8
	6	81	100.0	36.7	45.6	10.1	7.6	17.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 250)				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	1.2%	Down from 3.9%	3.1%	2.8%
Attendance rate	90.1%	Down from 96.9%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.5%	Down from 4.8%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	2.1%	Down from 4.4%	0.0%	0.0%
Eligible for gifted and talented	9.3%	Down from 9.4%	10.1%	10.4%
On academic plans	45.7%	N/AV	39.2%	33.6%
On academic probation	0.0%	N/AV	1.8%	1.0%
With disabilities other than speech	13.8%	Down from 20.1%	8.3%	7.5%
Older than usual for grade	5.2%	Up from 4.0%	0.9%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.2%	Down from 5.2%	0.0%	0.0%
Teachers (n= 17)				
Teachers with advanced degrees	23.5%	Down from 44.4%	53.3%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	0.0%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 11.8%	0.0%	0.0%
Teachers returning from previous year	73.7%	Down from 83.2%	87.7%	87.3%
Teacher attendance rate	96.7%	Up from 96.1%	94.8%	94.9%
Average teacher salary	\$37,961	Up 1.5%	\$42,394	\$42,485
Prof. development days/teacher	20.1 days	Up from 6.5 days	14.0 days	13.3 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	16.3 to 1	Up from 15.7 to 1	18.3 to 1	18.6 to 1
Prime instructional time	85.8%	Down from 91.9%	89.3%	89.7%
Dollars spent per pupil*	\$7,531	Up 15.0%	\$6,338	\$6,557
Percent of expenditures for teacher salaries*	48.4%	Down from 49.9%	63.5%	64.0%
Percent of expenditures for instruction*	56.9%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.7%	Down from 99.9%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Excellent	Up from Good	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	No

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Ware Shoals Elementary School is to provide a foundation of academic excellence that will enable all students to become independent, lifelong learners in today's ever changing society. Ware Shoals Elementary School strives to educate the whole child. We seek to instill in our students respect for themselves as well as others and to promote the values accepted by our society. We feel our main purpose is to prepare our students academically. Building on previously acquired skills, we work with our students on developing critical thinking skills and applying their knowledge in solving more challenging problems.

We use a variety of methods and materials to give our students the knowledge they need to be successful in all academic areas. Math teachers use traditional practices along with hands-on activities within a Four-Block Delivery Model to meet individual student needs. Language Arts teachers have been trained to use the Four-Block Literacy Model to enhance instruction. Science teachers are supported and guided by a science coach. Language arts, math, science and social studies instruction is guided by state standards and enhanced with curriculum guides and supplemental materials purchased by the district.

Ware Shoals Elementary School provides opportunities for students to make educational choices and work independently; however, we continue to supervise their work and monitor their academic and social skills. We believe in maintaining contact with parents and enlisting their assistance to assure educational success for each student.

The faculty and staff at Ware Shoals Elementary School are united in our efforts to develop our students socially, emotionally, and intellectually. A combined effort from a dedicated faculty and staff, concerned parents and a supportive community assures that we are assisting students in reaching their full potential.

Nancy Brown, Principal

Gwen Whitfield, School Improvement Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	21	80	59
Percent satisfied with learning environment	95.0%	91.3%	84.2%
Percent satisfied with social and physical environment	85.7%	92.5%	78.9%
Percent satisfied with school-home relations	76.2%	96.3%	82.5%

*Only students at the highest elementary school grade level at this school and their parents were included.